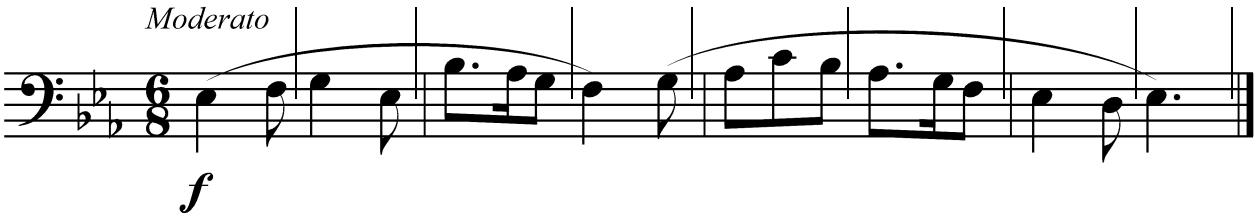
AP® MUSIC THEORY
2011 SCORING GUIDELINES

Question S1

SCORING: 9 points

Use EITHER the regular scoring guide OR one of the alternate scoring guides, whichever gives the higher score.

I. Regular Scoring Guide

- **A.** Score 1 point for each segment (i.e., each half-measure) correct in pitch, rhythm, and tempo (0–8).
- **B.** If at least one segment is correct using **I.A.**, add 1 point for a complete response that has no hesitations or restarts (= overall flow; the "flow" point).
- **C.** Record any score of 4 or higher and move to the next tape/CD.
- **D.** If the score is less than 4, try an alternate scoring guide.

II. Alternate Scoring Guides (N.B.: Do *NOT* award the "flow" point in the alternate scoring guide.)

- **A.** If a student sings many of the pitches correctly but is consistently inaccurate in rhythm, you may determine holistically to award up to 4 points for pitch.
  OR
- **B.** If a student is accurate or nearly accurate with respect to rhythm but is consistently inaccurate in pitches, you may determine holistically to award up to 2 points for rhythm.

III. Other Scores with Special Meanings

- **1** This score may be given to responses that have two or more redeeming qualities (e.g., retention of the tonic pitch and singing the melody with a correct contour; persistence alone is *not* a redeeming quality).
- **0** This score is for responses that have no redeeming qualities (or only one) but demonstrate an attempt to sing.
- **—** The dash is reserved for totally irrelevant responses and blank tapes/CDs.

Notes:

- **A.** If a student restarts, score the last *complete* response, but do *not* award the "flow" point.
- **B.** Score from the tonic established by the student. However, credit any exactly transposed segment approached by the correct interval. In other words, *any segment entered correctly (by the correct interval) is eligible for the point.*
- **C.** If the student changes tempo and continues in the new tempo, do not credit the segment where the change occurs, but credit the ensuing segments.
- **D.** The last note must be held at least to the attack of the sixth eighth-note pulse of the measure for the last segment to receive credit.
- **E.** Ignore any use (correct or incorrect) of syllables, letter names, or numbers, as well as expletives, giggles, and the like.
- **F.** Refer often to the posted instructions concerning problem tapes/CDs.
- **G.** If you try both regular and alternate guides, record the higher of the scores.
- **H.** Scores from one guide may *not* be combined with those of another.
- **I.** Listen beyond the end of the performance to ensure that the student made no additional response.

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AP® MUSIC THEORY
2011 SCORING COMMENTARY

Question S1

Overview

The intent of this question was to test students' ability to:

- differentiate between major and minor;
- perform dotted rhythms;
- perform common rhythm patterns and variants of those patterns;
- sing a two-phrase unit with motion from *do* to *sol*;
- perform compound meter correctly;
- retain a sense of tonic; and
- read in bass clef.

Sample: S1A
Score: 9

This represents an excellent response. The student sings all pitches and rhythms correctly and without hesitation, and demonstrates a solid grasp of compound meter. With the addition of the flow point, the student received a score of 9.

Sample: S1B
Score: 6

This represents a fair response. The student sings segments one and two without error. Segment three contains errors in both pitch and rhythm. Segment four is a transposed segment approached by the correct interval (a whole step) and was awarded 1 point. Segments five and six contain errors in pitch or rhythm. Segments seven and eight are sung without error. The student sings the melody without hesitation, so the flow point was awarded, for a total score of 6. Scoring by segments was 1101 0011 + 1 = 6.

Sample: S1C
Score: 1

This represents a poor response. Because each segment contains errors in pitch and/or rhythm, the alternate scoring guide was used. One out of 4 possible points was awarded holistically for pitch, based on the student's accurate performance of the pitches in segments one and two. Because no segment is entirely correct in both pitch and rhythm, the flow point was not awarded. This response earned 1 point.

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